

# Lesson Plans

## Friendship Song

### **All Unit Documents in One Place**

This document contains all the supporting documentation for this unit in one complete PDF and includes the following:-

- Unit Overview
- Suggested Pathway Planning Document
- Lesson Plans

# Friendship Song

## by Joanna Mangona and Pete Readman

A song about being friends

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding.

### Unit Overview

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Friendship Song.

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **KS1, Year 2/Ages 6-7** and is supported by Listen & Appraise documentation, One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step-by-step planning that accompanies the on-screen resources.

If you are using this Unit of Work flexibly, you will have chosen it from the **Freestyle** options. You decide which age group it will best suit. The Freestyle approach is also supported by Full Lesson Plans, Flexible One-page step-by-step / weekly Lesson Plans, a Flexible Planning Grid and an Assessment Framework.

The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for the end of KS1, Year 2/Ages 6-7)' document (see supporting Assessment documentation). Your step-by-step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step (see 'Introduction to Assessment'). The remainder of the activities within the lesson are ongoing skills.

Accompanying both approaches is the **Activity Manual**. This manual is a detailed teacher guide for all activities and will provide comprehensive support for all teachers.

### How this Unit is Organised

1. **Listen and Appraise** the Friendship Song and other songs about friendship:

- Friendship Song by Joanna Mangona and Pete Readman
- Count On Me by Bruno Mars
- We Go Together (from Grease soundtrack)
- You Give A Little Love from Buggy Malone
- That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John
- You've Got A Friend In Me by Randy Newman

2. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
  - a. Warm-up Games (including vocal warm-ups)
  - b. Flexible Games (optional extension work)
  - c. Learn to Sing the Song (there are 2 parts in the coda - the end section of the song, you will see it named on the screen)
  - d. **Option:** Play Instruments with the Song (over the coda section)
  - e. **Option:** Improvise with the Song (over the coda section)
  - f. **Option:** Compose with the Song (over the coda section)
3. **Perform the Song** - perform and share your learning as you progress through the Unit of Work.

## Teaching and Learning Support for this unit:

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding. There are detailed descriptions and support for each activity within each Unit of Work.

**Use your imagination and create your own performance. Below are some ideas to help you:**

- Sing the song as it is including no musical activities.
- Add some choreography to the song
- Sing the song and include one musical activity only in the 'Coda' section (playing, improvisation or composition). Split the class into 3 groups:
  - a. Group 1 - Sing part 1
  - b. Group 2 - Sing part 2
  - c. Group 3 - play instruments. Play the written parts or
    - i. compose a part using the compose tool
    - ii. improvise as a group or with some solos

## Listen and Appraise

Each step has a Listen and Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on-screen.

The main unit song is the Friendship Song. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in steps 2-6.

**See the individual Listen and Appraise step-by-step supporting documents for complete information.**

This song teaches us about friendship. Listen and discuss.

**Social themes and topics that arise from this song for discussion and/or further investigation:**

- How are we kind to our friends?
- Are we kind to new people that come to our school?
- We are all different and that is brilliant, let's celebrate that.
- Kindness
- Respect - be respectful of one another, wherever you are from, wherever you live, whomever you love
- Friendship
- Peace
- Listen to one another
- Happiness
- Welcome new people and new ideas
- Acceptance - accept everybody
- The environment
- Music from around the world
- People from around the world
- New ideas and cultures to learn about and get to know

## **Musical Activities**

### **A. Warm-up Games (including Vocal Warm-ups)**

Have fun playing these warm-up (pulse, rhythm and pitch) games. As you progress through the Unit of Work, the activities progress according to the unit and year group.

There are six progressive challenges, one for each step within the Unit of Work.

There is one continuous track that includes four games:

**Game 1** - Find the pulse, use your imagination. Choose an animal and find the pulse.

**Game 2** - Listen to the rhythm and clap back.

**Game 3** - It's your turn. This game is teacher-led initially so make sure you are prepared!

**Game 4a** - Listen and sing back with added vocal warm-ups. Use your voices to copy back this time. Use 'La' when you are singing back.

**Game 4b** - Listen, sing back different vocal warm-ups. Use your voices to copy back using 'La'.

## **B. Flexible Games (optional extension activity)**

These games are optional, flexible extension activities with Bronze, Silver and Gold Challenges.

These differentiated challenges are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three Games Tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver. The progression is in-built.

## **C. Learn to Sing the Song: Vocal Warm-ups and Singing**

You may have already warmed up your voices in the previous activity but there are more vocal warm-ups, should you wish to use them, in Charanga Sing.

On the screen you will have the option to break the song down into manageable learning sections. There is also a tempo controller that will slow the song down to aid learning.

Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the rap/song.

## **D. Option: Play Instruments with the Song: With or Without Notation**

On the screen you will see animated glocks and recorders playing easy and medium differentiated parts by ear. Please **do** play the easy and medium parts on the glock if you have no recorder experience. The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments. These notated parts can be shown on screen if you are teaching a KS2/Age 7-11 class.

### **The notes you will be using on glockenspiel are:**

Easy part - G and E

Medium part - E, G, A and B

(See instrumental parts for other band/orchestral instruments.)

This section of the unit is designed for you to rehearse the instrumental parts. You will rehearse these parts with the section of the song that you will play over when you perform the song as a whole.

## **E. Option: Improvise with the Song: Using your Voices and Instruments**

These activities have in-built progression for you to follow according to the unit, year group and Key Stage. Work through the challenges as suggested on the One-page Lesson Plan.

On the screen you can select your activity:

| Challenges  |
|---|
| <b>Clap and Improvise</b>   |
| Listen and clap back then listen and clap your own answer.  |
| <b>Sing and Play and Improvise</b>  |
| Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, C moving to D. |
| <b>Improvise</b>  |
| Take it in turns to improvise.  |

### 1. Clap and Improvise!

- Activity 1 : Clap back rhythms
- Activity 2: Start to improvise with a question and answer activity, clap back your own answer

### 2. Sing and Play and Improvise! (You will be using the notes C and D)

- Activity 1 : Using your voices, listen and sing back
- Activity 2: Using your instruments, play back
- Activity 3: Question and answer using instruments - start to improvise with a question and answer activity. Listen and play your own answer using 2 notes, C moving to D

### 3. Improvise! (You will be using the notes C and D)

- Take it in turns to improvise using the skills you have acquired. Use 1 or 2 notes. Practise improvising over the track of the song you are learning. You can clap, sing or play, you decide. Take it in turns to improvise, or play in groups.

Using the notes from your activity, improvise within the given performance option in 'Perform the Song'. You can improvise all together, in groups or as a solo - you decide.

## F. Option: Compose with the Song: Using your Instruments

(Please refer to the **Activity Manual** for more information about composition).

Add a selection of the children's compositions during the playing/instrumental section of this song.

### Creating the Compositions

**1. Whole-class activity** – only if you are using one kind of instrument throughout the class, eg all glockenspiels, all recorders; or if you are an instrumental teacher, all clarinets, all violins, all trumpets etc.

Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed, children will learn to play it on their instruments, so keep it simple!

**2. Group activity** – if you have a mixture of instruments in your class eg some clarinets, some flutes etc. This will be more likely in KS2/Ages 7-11.

Divide the class into groups so the children can work together to compose a piece, independent of the teacher.

Click 'play' on the composition screen and you will hear the instrumental section. Drag and drop the notes that you want to use in your composition. Note-names are written in the vertical column on the left hand side.

Once you're happy with your piece you can:

- 'Save audio' which will save an audio (.wav) file of the composed music and the backing track together
- 'Save pattern' which saves a data (.xml) file of only the notes you put in the grid for reloading next time
- 'Load pattern' which lets you locate your saved pattern (.xml) file for loading in

The navigation buttons (at bottom left) operate:

- Volume – controls overall volume
- Play – plays or pauses playback
- Rewind to start – takes you back to the beginning
- Loop – plays the backing only

### Practising the Composition

The track repeats indefinitely by default until it is stopped or the loop is switched off. In rehearsal, any number of children can play their composition, one child per repeat, working from whatever notation they choose or by ear.

### **Performing the Compositions**

When performing with the track, children will play their composition during the playing/instrumental section.

When the children are ready to play their compositions as part of the whole song, move to the performance section of the unit.

**Which Instruments and Which Notes? (see Activity Manual for support)**

## **Perform and Share**

Remember to add some movement.

**These are the options on the screen:**

- Perform the whole song
- Perform the whole song with your activities of choice in the coda section of this song



# Friendship Song

## 6-week Suggested Pathway: Planning Document

| Step | Listen and Appraise   | Musical Activities   | Performance   |
|------|---|--|---|
| 1.   | Friendship Song by Joanna Mangona and Pete Readman  | <b>a.</b> Warm-up Games<br><b>b.</b> Flexible Games (optional)<br><b>c.</b> Start to learn the song Friendship Song  | Sing the song   |
| 2.   | Count On Me by Bruno Mars<br><br>Friendship Song  | <b>a.</b> Warm-up Games<br><b>b.</b> Flexible Games (optional)<br><b>c.</b> Sing the song Friendship Song<br><b>d.</b> Play instrumental parts   | Sing the song and play instrumental parts within the song                       |
| 3.   | We Go Together (from Grease soundtrack)<br><br>Friendship Song  | <b>a.</b> Warm-up Games<br><b>b.</b> Flexible Games (optional)<br><b>c.</b> Sing the song Friendship Song<br><b>d.</b> Play instrumental parts<br><b>e.</b> Improvise  | Sing the song and improvise using voices and/or instruments within the song     |
| 4.   | You Give A Little Love from Bugsy Malone<br><br>Friendship Song   | <b>a.</b> Warm-up Games<br><b>b.</b> Flexible Games (optional)<br><b>c.</b> Sing the song Friendship Song<br><b>d.</b> Play instrumental parts<br><b>e.</b> Improvise option<br><b>f.</b> Compose                                  | Sing the song and perform composition(s) within the song                        |
| 5.   | That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John<br><br>Friendship Song | <b>a.</b> Warm-up Games<br><b>b.</b> Flexible Games (optional)<br><b>c.</b> Sing the song Friendship Song<br><b>d.</b> Play instrumental parts<br><b>e.</b> Improvise option<br><b>f.</b> Play your composition(s) within the song | Choose what you perform today. Start to prepare for the end-of-unit performance |

|    |   |  |  |
|----|---|--|--|
| 6. | <p>You've Got A Friend<br/>In Me by Randy<br/>Newman</p> <p>Friendship Song</p> | <p><b>a.</b> Warm-up Games<br/> <b>b.</b> Flexible Games<br/> (optional)<br/> <b>c.</b> Sing the song<br/> Friendship Song<br/> <b>d.</b> Choose and play any of<br/> the options below, then<br/> decide which one to<br/> practise for the<br/> end-of-unit performance:<br/> . Play instrumental parts<br/> . Improvise option<br/> . Play your composition(s)<br/> within the song</p> | <p>Prepare for the<br/>end-of-unit<br/>performance</p> |
|----|---|--|--|

# Friendship Song

## Step 1 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (a song about friendship)

- **Listen and Appraise - Friendship Song by Joanna Mangona and Pete Readman:** Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
- After listening, talk about the song and answer the questions together using correct musical language.

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Friendship Song**
- Flexible Games (an optional extension activity)**
- Vocal warm-ups and Learn to Sing the Song:** Learn the song in sections or sing through the whole song - you decide. The coda section has 2 singing parts - split into 2 groups.

Notes .....

### 3. Perform

- **Performance - Friendship Song:** Perform and share what has taken place in today's lesson - sing the song.

Notes .....

## Continuous Assessment opportunities:

|  |  |
|--|--|
| <b>Evidence</b><br>Have you recorded and uploaded?                   |  |
| <b>Notable outcomes</b><br>Musical? Social? Unexpected?<br>Exciting? |  |
| <b>General learning focus for next time</b><br>Discuss with pupils.  |  |

# Friendship Song

## Listen and Appraise Step 1

Friendship Song by Joanna Mangona and Pete Readman

You will see the tabs *Listen, Appraise, Fast Facts and History* on the screen.

### Listen

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. You could move with the pulse. Use your imagination as you enjoy the music.*

**Tell the children** - *“You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened.”*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

### Appraise

After listening to the song, answer the on-screen questions. Click ‘Show answer’ and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *Drums, keyboard, bass, female vocal with backing vocals, glockenspiel.*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## Fast Facts

Information about the song:

- This song about friendship was written for Charanga Musical School by Joanna Mangona and Pete Readman.
- The song tells us how helping each other and being kind to each other is vitally important in our friendships.
- We would like you to use your imaginations to create your own performance of this song. Please send us recordings of your performances:  
[joannamangona@charanga.com](mailto:joannamangona@charanga.com).

## History

Pictorial contextualisation of the song and style on the screen.

# Friendship Song

## Step 2 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (a song about friendship)

- **Listen and Appraise - Count On Me by Bruno Mars:** Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Friendship Song (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Friendship Song**
- Flexible Games (an optional extension activity)**
- Vocal warm-ups and Learn to Sing the Song - Friendship Song:** Continue to learn to sing the song. The coda section has 2 singing parts.
- Option: Play Your Instruments with the Song:** All learn to play the given parts for the coda section. Then decide who will sing and who will play.

Notes .....

### 3. Perform

- **Performance - Friendship Song:** Perform and share what has taken place in today's lesson. Sing and play instrumental parts in the coda section - split into 3 groups as 2 groups will sing and 1 group will play.

Notes .....

## Continuous Assessment opportunities:

|  |  |
|--|--|
| <b>Evidence</b><br>Have you recorded and uploaded?                   |  |
| <b>Notable outcomes</b><br>Musical? Social? Unexpected?<br>Exciting? |  |
| <b>General learning focus for next time</b><br>Discuss with pupils.  |  |

# Friendship Song

## Listen and Appraise Step 2

Count On Me by Bruno Mars

You will see the tabs *Listen, Appraise, Fast Facts and History* on the screen.

### Listen

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. Use your imagination as you enjoy the music. You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened.*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

### Some extra listening ideas:

- Listen to 'Your Imagination' again and sing along. Use this as an extra opportunity to learn the song
- Look for similarities and differences between the songs

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *Keyboard, guitar, Bruno Mars' voice, bongo drums. Some backing vocals and strings as the song progresses*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## **Fast Facts**

Information about the song:

- 'Count On Me' was written in 2010 by Bruno Mars.
- This song deals with the importance of friendship and how friends should be able to rely on each other and look after each other.

## **History**

Pictorial contextualisation of the song and style on the screen.



# Friendship Song

## Step 3 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (a song about friendship)

- **Listen and Appraise - We Go Together (from Grease soundtrack):** Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Friendship Song (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Friendship Song**
- Flexible Games (an optional extension activity)**
- Vocal warm-ups and Learn to Sing the Song - Friendship Song:** Continue to sing the song. The coda section has 2 singing parts.
- Option: Play Your Instruments with the Song:** Revisit your learning from the last step.
- Option: Improvise with the Song:** New Musical Activity: Clap and Improvise, Sing, Play and Improvise and Improvise! Include this new Musical Activity in the coda then decide who will sing and who will play.

Notes .....

### 3. Perform

- **Performance - Friendship Song:** Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments in the coda section - split into 3 groups as 2 groups will sing and 1 group will play.

Notes .....

## Continuous Assessment opportunities:

|  |  |
|--|--|
| <b>Evidence</b><br>Have you recorded and uploaded?                   |  |
| <b>Notable outcomes</b><br>Musical? Social? Unexpected?<br>Exciting? |  |
| <b>General learning focus for next time</b><br>Discuss with pupils.  |  |

# Friendship Song

## Listen and Appraise Step 3

We Go Together (from Grease soundtrack)

You will see the tabs *Listen, Appraise, Fast Facts and History* on the screen.

### Listen

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. Use your imagination as you enjoy the music. You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened.*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

### Some extra listening ideas:

- Listen to 'Your Imagination' again and sing along. Use this as an extra opportunity to learn the song
- Look for similarities and differences between the songs

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *Drums, bass, piano, electric guitar, saxophones and a full chorus of male and female voices.*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## Fast Facts

Information about the song:

- The musical 'Grease' was first released in 1978 and is still very popular today.
- The musical is set in an American High School in the 1950s.
- 'We Go Together' is a song from the musical.
- The song is sung by the two main characters Danny and Sandy, and all of their friends.
- The song is about being together forever - Danny and Sandy want to be together forever!

## History

Pictorial contextualisation of the song and style on the screen.

# Friendship Song

## Step 4 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (a song about friendship)

- **Listen and Appraise - You Give A Little Love from Bugsy Malone:** Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Friendship Song (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Friendship Song**
- Flexible Games (an optional extension activity)**
- Vocal warm-ups and Learn to Sing the Song - Friendship Song:** Sing the song. The coda section has 2 singing parts.
- Option: Play Your Instruments with the Song:** Perhaps revisit your learning
- Option: Improvise with the Song:** Perhaps revisit your learning
- Option: Compose with the Song:** Create a class melody to play in the coda section

Notes .....

### 3. Perform

- **Performance - Friendship Song:** Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) in the coda section - split into 3 groups groups as 2 groups will sing and 1 group will play the chosen composition.

Notes .....

## Continuous Assessment opportunities:

|  |  |
|--|--|
| <b>Evidence</b><br>Have you recorded and uploaded?                   |  |
| <b>Notable outcomes</b><br>Musical? Social? Unexpected?<br>Exciting? |  |
| <b>General learning focus for next time</b><br>Discuss with pupils.  |  |

# Friendship Song

## Listen and Appraise Step 4

You Give A Little Love from Bugsy Malone

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listen

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. Use your imagination as you enjoy the music. You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened.*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

### Some extra listening ideas:

- Listen to 'Your Imagination' again and sing along. Use this as an extra opportunity to learn the song
- Look for similarities and differences between the songs

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *Piano, bass, drums, banjo, male vocals and backing vocals. The tempo doesn't stay the same during this song, it gets faster.*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## **Fast Facts**

Information about the song:

- 'You Give A Little Love' is from the musical film 'Bugsy Malone'.
- This film starred only child actors.
- The film is set in New York and Chicago in the 1920s and 30s.
- 'You Give A Little Love' is about friendship and treating the world and each other with love and respect and then that love and respect will come back to you.

## **History**

Pictorial contextualisation of the song and style on the screen.

# Friendship Song

## Step 5 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (a song about friendship)

- **Listen and Appraise - That's What Friends Are For** sung by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John: Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Friendship Song (if you want to)**: How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Friendship Song**
- Flexible Games (an optional extension activity)**
- Vocal warm-ups and Learn to Sing the Song - Friendship Song**: Sing the song. The coda section has 2 singing parts.
- Option: Play Your Instruments with the Song**: Revisit this activity.
- Option: Improvise with the Song**: Revisit/continue this activity.
- Option: Compose with the Song**: Revisit this activity.

Notes .....

### 3. Perform

- **Performance - Friendship Song**: Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes .....

## Continuous Assessment opportunities:

|  |  |
|--|--|
| <b>Evidence</b><br>Have you recorded and uploaded?                   |  |
| <b>Notable outcomes</b><br>Musical? Social? Unexpected?<br>Exciting? |  |
| <b>General learning focus for next time</b><br>Discuss with pupils.  |  |

# Friendship Song

## Listen and Appraise Step 5

That's What Friends Are For sung by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listen

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. Use your imagination as you enjoy the music. You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened.*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

### Some extra listening ideas:

- Listen to 'Your Imagination' again and sing along. Use this as an extra opportunity to learn the song
- Look for similarities and differences between the songs

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *Harmonica, bass, keyboards, piano, drums, electric guitar, male and female vocals, strings*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*



## **Fast Facts**

Information about the song:

- Burt Bacharach and Carole Bayer Sager wrote this song in 1982 for a film
- It is better known for this cover version sung by Dionne Warwick, Stevie Wonder, Elton John and Gladys Knight
- They recorded this song as a single to raise money for the American Foundation For AIDS Research
- The song raised over 3 million US dollars
- Elton John played piano and Stevie Wonder played harmonica

## **History**

Pictorial contextualisation of the song and style on the screen.

# Friendship Song

## Step 6 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (a song about friendship)

- **Listen and Appraise - You've Got A Friend In Me by Randy Newman:** Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Friendship Song (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Friendship Song**
- Flexible Games (an optional extension activity).**
- Vocal warm-ups and Learn to Sing the Song - Friendship Song:** Sing the song.
- Option: Play your Instruments with the Song:** Revisit this activity.
- Option: Improvise with the Song:** Revisit/continue this activity.
- Option: Compose with the Song:** Revisit this activity.

Notes .....

### 3. Perform

- **Performance - Friendship Song:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes .....

### Continuous Assessment opportunities:

|  |  |
|--|--|
| <b>Evidence</b><br>Have you recorded and uploaded?                   |  |
| <b>Notable outcomes</b><br>Musical? Social? Unexpected?<br>Exciting? |  |
| <b>General learning focus for next time</b><br>Discuss with pupils.  |  |

# Friendship Song

## Listen and Appraise Step 6

You've Got A Friend In Me by Randy Newman

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listen

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. Use your imagination as you enjoy the music. You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened.*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

### Some extra listening ideas:

- Listen to 'Your Imagination' again and sing along. Use this as an extra opportunity to learn the song
- Look for similarities and differences between the songs

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *Piano, strings, brass, bass, drums, clarinet, saxophones, backing vocals. This is very jazzy.*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## Fast Facts

Information about the song:

- 'You've Got A Friend In Me' is a song written and first recorded by Randy Newman.
- It was originally written as the theme song for the 1995 Disney/Pixar animated film Toy Story.
- The song has since become the theme song for all its sequels, Toy Story 2 (1999) and Toy Story 3 (2010).
- It is the musical theme throughout all the Toy Story films.
- The song was nominated for many awards.

## History

Pictorial contextualisation of the song and style on the screen.